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Abstract

This study investigated on the students' time management skills on academic performance in KCSE in public secondary schools in Kiambu sub-county, Kenya. Research questions used were; extent to which students are observing time management skills, how students' attitude towards time management skills affects academic performance, challenges students face towards time management skills in achieving academic performance, suggestions on how to improve students' time management skills for academic performance. Convergent mixed methods design was used in this study. The target population included 13 public secondary schools, 13 principals, 1,759 form 2 students, 52 class teachers. The study used questionnaires and interviews guide for data collection. For the purposes of validity of the instrument of this study the researcher used content validity and to conclude on the reliability of the instrument, the researcher used Cronbach alpha technique, which requires only a single test to determine the internal consistency of the instruments. The study was guided by Pickle Jar Theory. Quantitative data was analyzed using descriptive statistics such as frequencies and percentages while qualitative data was categorized into respective themes and reported in narrative forms. The researcher maintained honesty and accuracy in data collection and analysis. The researcher also guaranteed privacy and confidentiality of information rendered by the participants. The study found that students do not effectively observe and implement time management skills towards their academic performance. The study also found that students encounter some challenges in observing time management skills, however, some suggestions were made for improvement. The study concluded that time management skills knowledge need to be enhanced to benefit all the students. The study recommended that time management skills improvement is a collaborative action between the

students, teachers, principals, parents and the government. The role of principals and teachers on students observing time management skills shall be for future study.

Keywords: *Students' Time, Management Skills, Academic Performance, Public Secondary Schools, Kiambu,, Kenya.*

1.0 Introduction

1.1 Background of the Study

Time in general is an essential commodity and amongst the scarce resources in the world. It is the key element for success, which depends on how individuals organize it. Time as a resource cannot be replaced but people, money and equipment can. Thus, time management skills are great agents for success (Pearce, 2007). According to Pearce (2007) instead of working harder, learning management skills will enable the students to work smarter. Therefore, this skill is very important for the students to meet up with the stress related to their studies.

The problem with students generally is that they waste a lot of time and energy in different ways instead of employing time appropriately towards their academic performance. Poor organization, unnecessary short breaks, procrastination, poor study habits, poor quality control, clarification problem, can contribute to students' poor time management which in turn affects their academic performance (Blair, 2013). Quality time management skills when acquired can transform students' grades and productivity. Therefore, skills such as goal setting, planning, prioritization, and scheduling are vital to students' academic performance (Nasrullah & Khan, 2015). The effect of these skills is that students will remain focused on their studies throughout the period and each individual student will feel good of having achieved his or her goal.

According to Nasrullah and Khan (2015), lack of time management skills can affect stress level of the students as they need to manage their tasks professionally and their personal accomplishments. Mercanlioglu (2010) opined that time is a precious resource which cannot be changed or manipulated by anybody in any form. Proper time management is meant to solve problems such as distractions, deadline pressure, procrastination, lack of self-discipline, uncertainty of personal goals, not being able to say "no", and unwarranted social relations. Powell (2004) noted that higher academic performance is achieved by balancing time management and study skills.

In Kenya, Oyuga, Raburu and Aloka (2016) conducted a research on relationship between time management and academic performance among orphaned secondary school students of Kenya. The researcher used an ex-post-facto research design with which a saturation sampling method was used. The target population was 300 learners and 23 Principals. The sample size consisted of 300 orphaned secondary school learners and seven principals selected by saturated and simple random sampling method individually. The instruments used for data collection were questionnaires for the learners, document analysis and interview guide for Principals. The instrument was validated through experts' description and University professors in the section of psychology. To examine the reliability of the tools, the researchers used test-retest and correlation coefficient of 0.891as being the alpha.

The results revealed that 41.6% of the learners always did things in order of priority while 39.2% of the learners sometimes did things in order of priority. Furthermore, 10.8% rarely did things in order of priority while 8.4% of the learners never did things in order of priority. Again 46.1% of the learners always finished their works during the day while 38.1% sometimes finished their

works during the day. Furthermore, majority of the learners forced themselves to plan while others did not force themselves to plan. It was also noted that half of the learners always completed their assignments and homework on time. However the result revealed that there was high positive correlation between time management and academic achievement among orphaned secondary school learners. The study also revealed that lack of facilities, lack of proper housing made it impossible for them to take absolute care of these children. The researcher also recommended review and redesign of effective mediation policies.

In Kenya, the Kenya Certificate of Secondary Education (KCSE) results for Kiambu Sub-county for the past three years; 2015, 2016, and 2017 revealed that the schools in this county had produced fewer candidates that attained the minimum University entry requirement of C+ and above in KCSE. Records from the MoE office at Kiambu Sub- County showed that the students who scored As rose from 141-142 with a slight difference from 2016 results. However, those who scored A⁻ went down from 4,645 to 2,714 in 2016 and 2017 respectively. Furthermore, students who obtained D+, D, D- and E were 88,447, 135,550, 179,381 and 35,536 respectively in 2017. It is important to note that one of the factors which affected the students' poor performance was poor time management.

1.2 Statement of the Problem

Time management skills are an effective tool to achieving success in all forms or categories of enterprise including academic achievement. Students waste most of their time on unnecessary activities like phone chatting, playing and listening to the music and procrastinating (Blair, 2013). Generally students find it difficult to manage their time effectively because some of them lack the skills related to time management such as goal setting, planning, and prioritization and scheduling in other to be focused. Hence, among other variables, lack of management skills appears to be an important variable which affects students' academic performance. In the case of 2017 KCSE, there was a dismal failure among the candidates who sat for the examinations in the country. Hence, as compared to results of previous years, the 2017 results was source of great concern for parents and all major Stakeholders in the academic arena. Only 10% of the candidates were able to obtain the grades for entry into the university, while 90% failed to meet the university requirement. Studies so far done as highlighted in background of this study revealed that lack of time management skills by students has link with students' academic performance.

Studies such as Cyril (2014) showed that students should be instructed by teachers on how to manage their time better. Worthy to note that improving students' time management skills require a bit of intervention and students need to be motivated on the importance of time management skills in their academic performance and overall success in in their lives. While, studies were carried out in other parts of the world and Kenya, the current study examined students' time management on KCSE academic performance in public secondary schools in Kiambu Sub-county, Kenya vis a vis the dismal failure experienced by candidates who sat for the KSCE in the study area. In this study, the researcher also investigated on the contributing factors towards students' inability of time management which probably lead to poor academic performance in KCSE in public secondary schools in Kiambu Sub-county Kenya.

1.3 Objectives of the Study

i) To what extent do students observe time management skills in public secondary schools in Kiambu Sub-county?

ii) How do students' attitudes towards time management skills affect academic performance of public secondary schools in Kiambu Sub-county?

iii) What are the challenges students' face in achieving academic performance in public secondary schools with regard to time management in Kiambu Sub-county?

iv) What can be done to improve students' time management skills for academic performance in public secondary schools in Kiambu Sub-county?

2.0 Literature Review

2.1 Theoretical Framework

2.1.1 Pareto Theory (1848-1923)

Vilfredo Pareto was an Italian economist and philosopher who developed 80/20 rule. The role posits that people who focus on their task within a specific span of time will achieve 80% of reasonable result within 20% of assigned time. For Pareto, 20% matters most because it is this 20% that will give you the best result. Therefore, within this limited time 20%, wise persons and groups need to organize their work and activities properly for the purposes of achieving the targeted goals in their lives. In this theory we learnt that as little as 20% effort devoted in any work will yield much more fruits than the whole time spent throughout the day which at the end yield little fruits compared to amount of time spent. Note that this Pareto theory was developed 100 years ago and was reinvented by Zipf in 1949 using the term "principle of least effort". This theory is vital to this study since it shows the importance of focusing on 20% span of time, which will yield 80%. It is therefore related to time management.

Therefore, for students who want to attain highest GPA, they need only to practice and focus on limited 20% time and this will give such students 80% perfect results. Finally, 80/20 rule can be related to time management skills since 20% hard working will give 80% results. To achieve this one needs to set goal, plan, prioritize and schedule his or her time so to achieve 80% result within 20% span of time. Data concurred that encouraging students to practice 80/20 rule will be the best option for improving their grades.

2.2 Conceptual Framework

Conceptual framework gives a more detailed insight on the variables that influence students' academic performance in public secondary schools based on goal setting, planning, prioritization and schedules. Conceptual framework is researcher's knowledge on how particular variables in the study are related to each other. In conceptual framework variables needed for the research investigation was identified, and it acts as a road map for the researcher (Regoniel, 2015). Therefore, conceptual frameworks in this study are based on the idea that students' time management influences their academic performance.
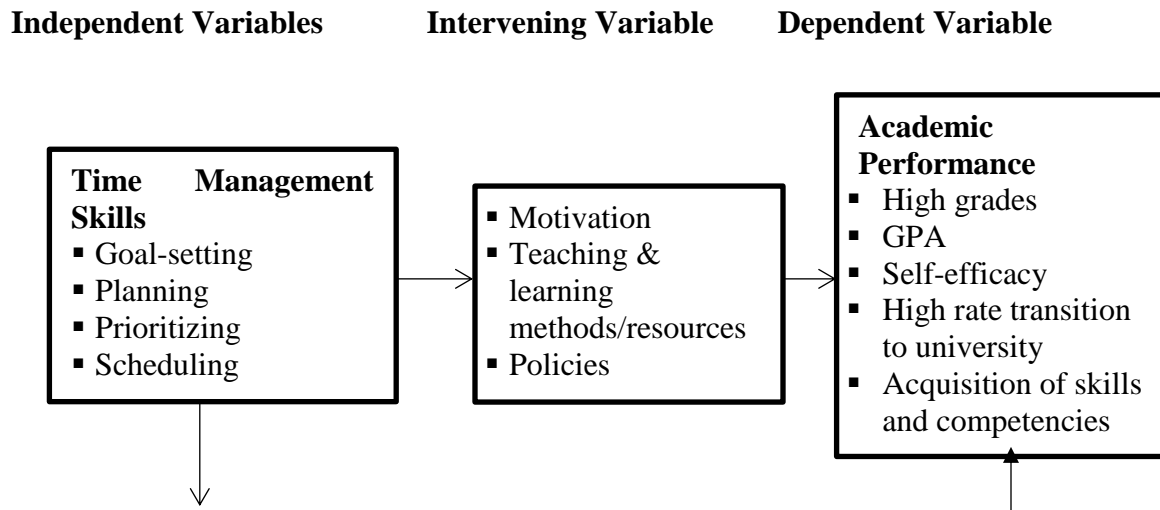
Independent Variables   Intervening Variable   Dependent Variable

Figure 1: Conceptual Framework

Source: Researcher (2019)

3.0 Research Methodology

In this study, mixed methods design was used. It comprises quantitative and qualitative research methods and it helped the researcher to gather comprehensive evidence or give a more complete picture of what the researcher is studying. For quantitative approach, cross-sectional survey design was used to investigate on how students' time management skills influence academic performance. This method helped the researcher to construct both closed and open questionnaires disseminated to the students and the class teachers. Furthermore, for qualitative research, phenomenology design was used by constructing structured interview the research was able to collect qualitative data from the principals. The total sample sizes were 377 participants that is; Form Two students 312, class teachers 52, and the principals 13. In this study the researcher used probability sampling which provides adequate information about groups that are too large to study in their entity and non-probability sampling techniques to select the sample size of the study which are relatively small in size and are limited in information required for the study (Simple random sampling stratified random sampling and purposive sampling).

There are 13 public secondary schools in Kiambu Sub-county which comprises 3 boys' secondary schools, 3 girls' schools and 7 mixed secondary schools. In selecting the class that participated in the study, the researcher used simple random sampling technique by indicating on three pieces of papers Form Two, Form Three and Form Four but students in Form one were excluded because it would be a bit early to assess their time management skills. The population for class teachers of form 1-4 from the 13 schools was 52. Purposive sampling was used to select all 52 including form 1 teachers because same teachers are involved in handling all the classes. All the 13 principals were selected purposively to participate in the study because of their position. This study used two types of data collection instruments, namely questionnaires and structured interview guide. The data collected was analyzed using both quantitative and qualitative data analysis approaches. Quantitative data was analyzed using descriptive statistics such as percentages, and frequencies

with the help of SPSS version 23. The data was presented using distribution tables, pie charts. Qualitative data was categorized into respective themes and reported in narrative forms based on the research questions

4.0 Results and Findings

4.1 Extent to which Students Observing Time Management Skills in Public Secondary Schools in Kiambu Sub-county?

This part centered on the first research question in relation to students observing time management skills. Students and teachers responses were discussed below on Table 1 and 2. Time management skills include the followings: goal setting, prioritization, planning and scheduling, were discussed independently.

4.1.1 Students' Responses on Goal Setting.

On this first variable, goal setting, the researcher sought to find out on the part of the students whether setting goals helped them to manage their time well in other to attain high academic performance. The results to the question related to goal setting were discussed as summarized on the tables below. This section also shows the summary of the students' responses to the first research question on goal setting. The 4 points Likert's scale was used to collect the data. The scores of the scale are Rarely (1), Sometime (2), Frequently (3) and Always (4). Scores of the scale were displayed in frequency and percentages.

Table 1: Students Responses on Goal Setting; (n-287)

Items Students Response on Goal Setting	Rarely		Sometimes		Frequently		Always	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I set for myself clearly defined goals	58	20.2	58	20.2	46	16.0	125	43.6
I reward myself for achieving intermediate objectives as well as my final goal.	42	14.6	73	25.4	72	25.1	100	34.8
I work on one goal at a time	31	10.8	51	17.8	82	28.6	123	42.9
I have sets of goals for each week ready at the beginning of the week	41	14.3	33	11.5	48	16.7	165	57.5
I write down specific objectives in order to work towards my ultimate goal	58	20.2	138	48.1	63	22.0	28	9.8

The results showed that 20.2% of the students said that they hardly set goals meaning that they might be facing some challenges on how to set goal or they purposely do not want to set goals for their academic performance, 20.2% indicated that they sometimes set goals, meaning that they are not constant; 16% said that they frequently set goals showing that they have that motivation for achieving their academic performance; and 43.5% indicated that they always set clearly defined goals, meaning that they considered their academic performance as their priority. On the question relating to reward for achieving final goal, the result revealed that 14.6% of the students rarely rewarded themselves after achieving their final set goals; 25.4% said that they sometimes do

reward themselves for meeting their goals; 25.1% averred that they frequently rewarded themselves and 34.8% answered they always, which means that anytime they made a success they rewarded themselves.

The findings showed that 10.8% of the students rarely worked on one goal at a time, meaning that they had divided attention and not focused, 17.8% students also said they sometimes worked on one goal at a time their mood had influence on their ability to work on at a time; 28.6% of the students indicated frequently, meaning that they are constant in working on one goal at a time while 42.9% of them said that they always completed on a task before going to another showing that they were 100% commitment. The results showed that 14.3% of the students rarely set goals at the beginning of the week, which means that they find it difficult to set goals at the beginning of the week, 11.5% said sometimes they set goals at the beginning of the week and at other times they forget about setting goals at the beginning of the week; 16.7% answered that they sometimes did, meaning that they can either set or not set goal at the beginning of the week, and 57.5% of the students said that always did, meaning that they set goals at the beginning of the week specifying extent they value time. The result further showed that 20.2% of the students rarely wrote specific objectives for their ultimate goal, implicating that they hardly wrote any objective that will help them reach their ultimate goal, 48.1% said that they sometimes they wrote, meaning that they may or may not write.

4.1.2 Class Teachers' Responses on Goal Setting (n- 40)

The class teachers' response on goal setting variable: the researcher sought to find out from the class teachers their views on the extent to which students observed goal setting skill in relation to time management for better academic performance.

Table 2: Class Teachers' Responses on Goal Setting; (n-40)

Items	Rarely		Sometimes		Frequently		Always	
Class Teachers Response on Goal Setting	f	%	f	%	f	%	F	%
Do students set clearly defined goals?	11	27.5	21	52.5	6	15.0	2	5.0
Do students reward themselves for achieving intermediate objectives as well as their final goals?	11	27.5	25	62.5	3	7.5	1	2.5
Do students work on one goal at a time?	8	20.0	26	65.0	4	10.0	2	5.0
Do students have sets of goals ready at the beginning of the week?	26	65.0	12	30.0	1	2.5	1	2.5
Do students write specific objective for their ultimate goals?	18	45.0	18	45.0	3	7.5	1	2.5

On the side of the class teachers relating to the same question as to whether students set clearly defined goals - 27.5% said that students rarely set goals for their academic performance; 62.5% of

the class teachers assumed that students sometimes set goals and the other times did not set goals. This means that majority of the students were not constant on goal setting, 7.5% of the teachers scored the students as frequent in setting clearly defined goals and 2.5% responded that students always set clearly defined goals.

For the class teachers on the question 27.5% indicated that students rarely reward themselves; 62.5% said sometimes which implied that students rewarded their achievement when they wanted to do so; 7.5% of the class teachers said that students frequently rewarded themselves when they achieved their final goals and 2.5% of the class teachers which is in the minority said that students always rewarded their final achievement goals.

From the class teachers' point of view, 20% of the students rarely worked on one goal at a time. By interpretation, these set of students were never focused which could imply that they jump from one goal to another and thus, may not achieve any goal at the end; 65% of the class teachers said that students sometimes worked on one goal at a time, implying that occasionally they deviate; 10% claimed that students frequently worked on one goal at a time and 5% said always, pointing that few students work on one goal at a time.

65% of class teachers pointed out that students' rarely set goals at the beginning of the week showing unconcerned attitude of the students; 30% said that students sometimes set goals at the beginning of the week. This implies that some students are either for or against setting goal at the beginning of the week; 2.5% indicated that students frequently set goals at the beginning of the week and 2.5% responded that students always set goals at the beginning of the week. Thus, these groups of students are concerned about their GPA academic performance.

The results also indicated that 45% of the class teachers said that students rarely wrote specific objective for their ultimate goals, thus depicting that majority of the students find it difficult to write specific objective for their ultimate goals.

4.1.3 Students Responses on Prioritization

This section dealt on the students' responses on prioritization as summarized on the table 3 below:

Table 3: Students Responses on Prioritization

Items Students Response on Prioritization	Rarely		Sometimes		Frequently		Always	
	f	*%*	*f*	*%*	*f*	*%*	*F*	*%*
I set and honour priorities	53	18.5	88	30.7	54	18.8	92	32.1
My priority is to do the most important and urgent task first.	35	12.2	86	30.0	63	22.0	103	35.9
I do tasks in order of their importance	42	14.6	73	25.4	62	21.6	110	38.3
I plan my day's activities before I start it?	48	16.7	78	27.2	36	12.5	125	44.6
I set my tasks according to priority –thus the most important task first.	26	9.1	92	32.1	56	19.5	113	39.4

The findings showed that 32.1% of the students indicated always, meaning that students set their priorities considering them as necessary. It also means that whenever they set goals they accomplished the goals as planned in other to improve on their academic performance. 30.7% said that they sometimes set goals; 18.8% frequently set goals and 18.5% rarely set goals. As regards whether students prioritize and do the most important and urgent tasks first, 35.9% of them admitted by indicating always, 30% sometimes, 22% frequently and 12.2% rarely. For those who said rarely it showed that they could start from less important or important tasks first.

In respect of the statement on planning of activities before starting, 44.6% indicated that they always planned activities; 27.2% sometimes planned their activities, 12.5% did so frequently and 16.7% rarely did. The implication is that those who planned their day's activities will achieve more than those who never had plans, because failing to plan tantamount to planning to fail. Apart from those who indicated that they rarely planned, majority of the students planned their activities before commencement. To affirm on the need for prioritization Sayari *et al.* (2017) stated that time management is about adequate allocation of time to each and every activity to be carried out so as to manage tasks effectively and finish within the allocated time. Prioritizing the works to be done could be attributed to how individuals make use of their time by handling the urgent and important tasks first. According to pickle jar theory on which this study was anchored on, one needs to start with important tasks first which represent the rock, followed by other tasks which represent pebbles, sand and water. Thus, when tasks are appropriately scheduled, the desired goals will be achieved.

4.1.4 Class Teachers' Responses on Prioritization

This section dealt on the class teachers' responses on prioritization as summarized on the Table 4 below:

Table 4: Class Teachers Responses on Prioritization

Items	Rarely		Sometimes		Frequently		Always	
Class Teachers Response on Prioritization	f	%	f	%	f	%	F	%
Do students set and honour priorities?	13	32.5	20	50.0	5	12.5	1	5.0
Students in their priority do the most important task first and urgent.	8	20.0	24	60.0	4	10.0	4	10.0
Students do tasks in order of their importance?	7	17.5	18	45.0	14	35.0	1	2.5
Students plan their day before they start it.	12	30.0	22	55.0	5	12.5	1	2.5

The finding shows that 50% of the class teachers specified sometime, meaning that student don't always set and honour priorities. Setting priorities for every activity entails commitment. In the case of the students they are likely not to commit themselves hence the class teacher responded rarely which translates into 32.5%, others 12.5% frequently and 5% always.

Students who set priority do the most important tasks first, 60% of the class teachers said that students sometimes prioritize, showing that students are not constant in the prioritizing their

activities. 20% of class teachers noted that some students rarely prioritized their activities. This indicated that such students never cared about prioritization for assurance of being focused, making their tasks easier and lighter to accomplish what they set out to do as. The findings concurred with the study of Ndowa (2012) which revealed that time management usage and lack of control of time wasters such as long calls, in prompt visitors, many meetings, emails affected the proper use of golden priceless resources like time. Yet, prioritization of tasks appears to be the key to every success in relation to time management. In addition, the above finding agreed with the study of Aduke (2015) that prioritization of tasks make studying and schoolwork less burdensome and more enjoyable.

4.1.5 Students Responses on Planning

This section dealt on the students' responses on planning as summarized on Table 5 below students (n-287).

Table 5: Students Responses on Planning

Items Students Response on Planning	Rarely		Sometimes		Frequently		Always	
	f	*%*	*f*	*%*	*f*	*%*	*F*	*%*
I plan out revision timetable for examination	25	8.7	68	23.7	25	8.7	169	58.9
I write things down rather than trying to remember everything by heart.	30	10.5	90	31.4	39	13.6	128	44.6
I do things without planning	158	55.1	88	30.7	23	8.0	18	6.3
I make provision for contingencies in my plan	63	22.0	99	34.5	59	20.6	66	23.0
I organize my work to meet deadlines.	25	8.7	72	25.1	63	22.0	127	44.3

In view of first statement: I plan out revision timetable for examinations, 25(8.7%) and 68 (23.7%) rarely and sometimes respectively were the students indications. While 25(8.7%) and 169(58.9%) frequently and always respectively specified that they planned out revision timetable for examinations. Hence, one could infer that students who planned out their examination timetable would perform well with less stress or anxiety because they were prepared. Data showed that 30(10.5%) of the students rarely wrote things down and rather preferred memorization while 90(31.4%) sometimes did. From the table, 39(13.6%) and 128(44.6%) of the students indicated frequently and always respectively meaning that they were conscious about their academic performance and therefore were able to plan and designed revision timetable.

On the item, 'I do things without planning': 158(55.1%) and 88(30.7%) of the students attested rarely and sometimes respectively, which meant that they planned before they did anything (scoring very good), because lack of planning would have meant that they would either run out of time doing unnecessary things but failing to accomplish the important tasks set out to do ab initio. It is important to note that those who indicated frequently 23(8.0%) and always 18(6.3%) were the

students who did things without planning, meaning that they did not have plan for any activity even before they started. Relating this to pickles jar theory, inability to plan could result to creating empty spaces with pebbles, while ending up not tackling the important tasks at the end of the day.

Analyzing the item on contingency plans; 63(22.0%) indicated rarely, and 99(34.5%) sometimes had contingency plans. This means that they scarcely made provisions for unforeseen circumstances in case the first line of action failed. From the table, 20.6% and 23% of the students indicated frequently and always respectively. This could be interpreted to mean the students in this category were aware of the consequences of not having alternative plan of action in case initial plans flopped. Time management skills are the main key to success, therefore making allowance for unexpected circumstances is important in planning.

Students' responses to planning revealed that they planned their activities before embarking on them. However, during an interview session, a Principal to school "G" was asked whether her students used their time well and she had this to say:

> "I know my students for planning and use of time. Nonetheless, they work under supervision and follow school planned activities and not their own". Principal to school "I" responding to the same question said: "In my own observation on how students use their time, I will say no because most of them waste their time idling, playing throughout the weekend, visiting friends. One thing is certain though, is that those students who plan and use their time well perform better in examinations".

4.1.6 Class Teachers Responses on Planning.

Table 6: Class Teachers Responses on Planning

Items Class Teachers Response on Planning	Rarely		Sometimes		Frequently		Always	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Student plan out a revision timetable for examinations.	6	15.0	19	47.5	11	27.5	4	10.4
Students write things down rather than have them off by heart.	3	7.5	19	47.5	8	20.0	10	25.0
Do students do things without planning?	12	30.0	14	35.0	9	22.5	5	12.5
Students prepare contingency plans in case their first line of action fails	12	30.0	25	62.5	3	7.5	0	0
Students organize their work so as to meet deadlines.	13	32.5	13	32.5	10	25.0	4	10.0

The study revealed that 6 (15.0%) of the class teachers said that students rarely planned out a revision timetable for examinations while 19(47.5%) likewise indicated that sometimes they planned out revision timetable for examinations. Sometimes responses were indicative that

students were inconsistent in planning and do so when they were either supervised or coerced. Such students were likely to face all kinds challenges including stress health-related problems and in the end perform badly. Thus, according to Thomas (2013) students' participation in teaching and learning has an advantage of making them accountable in the learning process and their possessing conceptual understanding of content under study. Thomas (2013) further observed that many learners are irresponsible about their learning and at the end they face one kind of stress or the other. Students were thus advised to take executive responsibility in the process of learning as this would enhance their academic performance and wellbeing.

4.1.7 Students Responses on Scheduling

This section dealt on the students' responses on scheduling as summarized on Table 7 (n-287).

Table 7: Students Response on Scheduling

Items	Rarely		Sometimes		Frequently		Always	
Students Response on Scheduling	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I break difficult tasks down into their units so as to accomplish them step by step	29	10.1	97	33.8	68	23.7	93	32.4
I keep to schedule so as to achieve my objectives	35	12.2	102	35.5	51	17.8	99	34.5
I set deadline for myself for completing my work	58	20.2	75	26.1	49	17.1	105	36.5
I keep my important dates(e.g. exam dates and homework) on a single calendar	58	20.2	69	24.0	46	16.0	114	39.7

Table 7, above revealed students' responses on whether students schedule their time well for their daily activities. 29(10.1%) of the students rarely break difficult tasks down into units so that they can accomplish them one step at a time while 97(33.8%) indicated sometimes. Interpretation to this is that students are not regular in breaking tasks into smaller units. 68(23.1%) and 93(32.4%) of the students frequently and always respectively break difficult tasks down into smaller units so that they could take the units step by step. This result revealed that the students understood the importance of time management because they could allot time to each task according order of importance. They were also able decipher the order of hierarchy of the tasks. Using the illustration of the pickle jar theory, the big stones are placed in the jar first, followed. Similarly, heavier and more difficult activities should be allotted more time followed by others. For example, in scheduling of tasks, allocation of time should be graded such that task A has specific time, followed by time for task B until tasks are completed without forgetting the contingencies.

Item concerning 'students make a list of the things they have to do each day', 66(23.0%) attested rarely, 109 (38.0%) showed that students sometimes made a list of what they had to do. 44(15.3%) and 93(32.4%) of the students pointed out frequently and always respectively signifying that students made a list of things they had to do each day and thus that had target and goals to accomplish according to schedule to achieve their objectives. Data further showed that

35(12.2%), 102 (35.5%), 44(15.3%) and 68(23.7%) recorded always rarely, sometimes, frequently and always respectively. Majority of the students were not capable of drawing daily plan of action and perhaps needed their class teachers' support. On the item statement to analyze: 'I set deadline for myself for completing my work'; ratings showed extent to which students set deadline for completion of work as 58(20.2%), 75(26.1%), 49(17.1%) and 105(36.5%) for rarely, sometimes, always and frequently respectively. It is important to note that the students who indicated rarely and sometime needed to be coached on how to schedule activities to able to meet deadline for tasks.

Data showed that 58(20.2%) rarely kept important dates like (exam dates and homework) on a single calendar while 69(24.0%) of the students sometimes showed that they were not committed in keeping important dates like (exam dates and homework) on a single calendar. Results further showed that 46(16.0%) and 114(39.7%) of the students frequently and always respectively kept important dates like (exam dates and homework) on a single calendar. The 114(39.7%) of the students that indicated always would be able bit the deadlines of any given assignment. With respect to those who rarely and those who sometimes scheduled deadlines for completion of assignments, the assistance of the class teachers could leverage them to understand the importance of keeping important calendar dates for their work.

During the interview with Principal to school 'A' on the item on whether students allocate sufficient time to each task, the Principal said:

> "I must tell you sincerely that some students do make effort but there are others who never care but would rather devote more time to music and drama than concentrating on their academic work. In such cases, teachers and parents' guidance are needed to help the students allocate sufficient time to various tasks for better performance".

4.1.8 Class Teachers' Responses on Scheduling (n=40)

The researcher investigated on how well students schedule activities through their class teachers as the table below reveals.

Table 8: Class Teacher Response on Scheduling

Items	Rarely		Sometimes		Frequently		Always	
Class Teachers Response on Scheduling	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Do students break difficult tasks down into their units for accomplishment?	17	42.5	19	47.5	3	7.5	1	2.5
Do students make a list of the things they have to do each day?	18	45.0	17	42.5	5	12.5	0	0
Do students keep to schedule so that they can achieve their objectives on time?	13	32.5	18	45.0	6	15.0	3	7.5
Do students set deadlines for completing their work?	15	37.5	17	42.5	8	20.0	0	0
Do students keep important dates (e.g. exam dates and homework) on a single calendar?	12	30.0	15	37.5	9	22.5	4	10.0

Class Teachers responses on scheduling showed that **s**tudents break difficult tasks down into their units to enable them accomplish tasks one step at a time was rated as follows: 17(42.5%) rarely, 19(47.5%) sometimes, 3(7.5%) frequently and 1(2.5%) always - from this data, it could be inferred that majority of the students rarely and sometimes do not break difficult tasks down into their units so that they could accomplish tasks one step at a time. Therefore, they needed special lesson on time management skills where scheduling of tasks would be taught in depth. On the item which assessed the extent to which the students made a list of the things they had to do each day the class teachers representations were as follows: 18(45.0%) rarely, 17(42.5%) sometimes which indicated that students rarely and sometimes made a list of things they did each day. It is interesting to note that only 5(12.5%) of the class teachers indicated frequently revealing that only 12.5% of the students frequently made a list of the things they do each day. With regards to the next item which assesses the extent students kept to schedule so that they would achieve their objectives on time, these are the class teachers scaling 13(32.5%) rarely, 18(45%) sometimes, 6(15.0%) frequently, and 3(7.5%) always.

The scaling of teachers here predicated that majority of the students rarely and sometimes kept to schedule so that they could achieve their objectives on time. Thus, it be inferred that students lacked time management skills which could have helped them in scheduling their activities necessary for achievement of objectives as at when due. Representation of the minority of the students on the scale of frequently and always by was suggestive that few students kept to schedule needed to achieve their objectives on time. If students used planning tools for scheduling such as calendar, agenda books, homework application to manage their time they would be more effective in handling assignments, creating a daily to-do-list, scheduling study and personal time and

placing dates due for given assignments. By so doing students, students would be able to plan and make list of all that they wished to accomplish in a day and they would be able to schedule and allocate time according to priorities.

4.2 Students' Attitude towards Time Management Skills

This section looked at the second research question, students' attitude towards time management skills. Students and teachers responses were discussed below. Students' attitude towards time management deals on how they value time management skills.

4.2.1 Students' Responses

The students were asked to respond on their attitude towards time management skill and the **t**able below shows the summary of the students' responses to the second research question. The Likert's scale was used to collect the information. The scores of the scale are Strongly Agree =SA (5), Agree =A (4), Undecided =U (3), Disagree =D (4), and Strongly Agree =SD (1). Scores of the scale were presented in frequency and percentages. While the mean and the standard deviations were equally calculated.

Table 9: Students' Responses on Attitude towards Time Management Skill (n-287)

Items	SA		A		U		D		SD	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I like following my personal time table	115	40.1	121	42.2	27	9.4	16	5.6	8	2.8
I use my time well	84	29.3	135	47.0	30	10.5	28	9.8	10	3.5
I hate fixing time to my tasks	34	11.8	45	15.7	54	18.8	69	24.0	85	29.6
I do not like to hear anything called time management	23	8.0	16	5.6	18	6.3	61	21.3	169	58.9
I believe that there is room for improvement in the way I manage my time?	215	74.0	56	19.5	4	1.4	3	1.0	9	3.1
I can make minor decisions quickly?	69	24.0	126	43.9	40	13.9	41	14.3	11	3.8
I often find myself doing things which interfere with my school work simply because I hate to say "no" to people?	51	17.8	67	23.3	32	11.1	62	21.6	75	26.1
I do not worry about time	17	5.9	19	6.6	23	8.0	84	29.3	144	50.2
I persevere when things are not working out	92	32.1	99	34.5	39	13.6	34	11.8	23	8.0
I can identify areas of my life where I waste time and work out ways of reducing these.	147	51.2	89	31.0	22	7.7	16	5.6	13	4.5

Table 9 above shows students' responses on whether students possessed positive or negative attitude towards time management skills. Majority of the students 80.0% had positive attitudes towards time management skills indicating a disagreement to the statement; 'I do not like to hear anything called time management'. It could be inferred from students' response that students they

would like to learn and know more about time management; hence, students deferred in their opinion on this item statement. 82.3% of the students agreed that they followed their personal timetable; 76.3% agreed that they used their time well and 80.0% of the disagreed that they did not use their time appropriately. 18.8% were undecided on whether they hated fixing time to tasks or not. Moreover, 41.1% of the students agreed that they often find themselves doing things which interfered with their school work simply because they hated to say "no" to people. The student who does not say no to in prompt interruptions in other words time wasters from his or her environment might not be able to focus on scheduled activities, students and class teachers are victim of this, therefore attention to all aspects of time management is required for high academic performance

The findings concurred with the findings by Sariisik, et al (n.d) who found that most students appreciated the importance of time and they can manage time by themselves. Furthermore, the result further revealed that some students had no idea on how to use their time effectively in their school activities. The same result indicated that there were meaningful differences between students' concern about time usage and procrastination behavior. However, the researcher recommended that time management skills should be incorporated in students' program to give them opportunity to learn the skills they lacked for effective time management.

Generally students who participated in this study had positive attitude towards time management as the researcher noted in their responses on a way forward to improve time management. Majority of the students stated that they needed personal timetable and experts to talk and explain to them what about time management and how it would them in their academic performance.

4.2.2 Class Teacher responses on students' attitude towards time management skill (n=40)

Class teachers' were asked to respond to the second research question on students' attitude towards time management skills. The Likert's scale was used to collect the information. The scores of the scale are Strongly Agree =SA (5), Agree =A (4), Undecided =U (3), Disagree =D (4), and Strongly Agree =SD (1). Scores of the scale were presented in frequency and percentages. While the mean and the standard deviations were equally calculated.

Table 10: Class Teachers' responses on students' attitude towards time management skills

Items	SA		A		U		D		SD	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Students follow their personal timetable	2	5.0	20	50.0	5	12.5	10	25.0	3	7.5
Students use their time well	1	2.5	12	30.0	4	10.0	18	45.0	5	12.5
Students hate fixing time to their tasks	5	12.5	16	40.0	7	17.5	8	20.0	4	10.0
Students do not like to hear anything called time management	6	15.0	6	15.0	3	7.5	16	40.0	9	22.5
Students believe that there is room for improvement in the way they manage their time	16	40.0	19	47.5	1	2.5	2	5.0	2	5.0
Students can make minor decisions quickly	11	27.5	20	50.0	1	2.5	7	17.5	1	2.5
Students often find themselves doing things which interfere with their school work simply because they hate to say "no" to people	5	12.5	24	60.0	6	15.0	2	5.0	3	7.5
Students do not worry about time	7	17.5	14	35.0	4	10.0	13	32.5	2	5.0
Students persevere when things are not working out	2	5.0	14	35.0	3	7.5	17	42.5	4	10.0
Students identify areas of their lives where they waste time and work out ways of reducing these.	2	5.0	14	35.0	9	22.5	9	22.5	6	15.0

Table 10, above shows class teachers' responses to students' attitude towards time management skills on whether students portrayed positive or negative attitude. Class teachers, 87.5% agreed that students believed that there was room for improvement in the way they managed their time. In response to a question asked on how to improve students' time management skills, their response was that close supervision of the school administration would help to improve students' proper use of time. The result was similar to the findings by Oundo (2013) who found that counselors need to work on psychological and social part of the students like study skills, motivation, attitude and learning environment.

Moreover, 62.5% disagreed to this statement 'students do not like to hear anything called time management' which implied that the students wanted to learn and hear about time management skills. In addition, 22.5% were undecided on whether students identified areas of their lives where they waste time and work out ways of reducing them or not. From the responses of the class teachers one could infer that generally the students had positive attitudes towards time management skills; hence they demanded guidance and counseling forum on time management skills. In conclusion to the above research question on whether students observed time

management skills, students responses to the whole items showed that they observed time management skills which include goal setting, prioritization, planning and scheduling by indicating always as majority of their responses.

4.3 Challenges Students Face towards Observing Time Management Skills (n=287)

This section dealt on the challenges students face towards observing time management skills. The researcher used open-ended questions to get students and teachers responses. From the questionnaires the students and class teachers identified the following as the major challenges as shown on the table below.

4.3.1 Students Responses on challenges students on time management skills

This section summarized students' challenges on the table below;

Table 11: Students' responses on challenges towards time management skills (n-287)

Challenges	*f*	*%*
Family problems, school fees, domestic work	95	33.1
Lack of time management skills, and personal timetable	155	54.0
Long distance thro and fro to school	89	31.0
Unable to set goals, plan, and prioritize my work	198	68.9
School workloads and teachers interference	99	34.4
Peer influence, distractions and noise making	210	73.1
Mass media/movies and lack of positive attitude towards time management skills	78	27.1
Punishment during lesson time, not performing well in class, lack commitment	88	30.6

As shown in table 11 the key challenges that were cited by most students were discussed as follows that 73.10% peer influence, distractions and noise making so they were unable to concentrate on their study. This claim was also cited by one of the school principals, 'A' during the interview. As the interviewee stated, "As a Principal in this school for 2 years, I discovered that most students are being disturbed by their fellow students with noise making especially when there is no teacher in the class". Moreover, 68.9% of the students were unable to set goals, plan, and prioritize their work and it is a key challenge to them as learners. However, this particular challenge was equally reported by the School Principal, 'F' during the interview session that: "most students find it difficult to organize and prioritize their work which I have personally tried to assist them when I am able".

As students indicated that their greatest challenge is peer influence, the Principal solely agreed with them because peers can make one lose focus, simply because they would not want to offend their friends thereby finding it difficult to say "no" to their friends' request - for example playing in the class when they were supposed to be reading and some of them allowed their irresponsible peers to control their time which sometimes caused them to be late in submitting their assignments. Peer influence fostered students'' engagement in social-networking and long unnecessary calls. Generally, students who lacked self-motivation were usually easily influenced by others.

The findings concurred with the School Principal of 'J' who explained that:

"it is four years now since I came to this school serving as a Principal and I noted that some students have family issues which distract them most of the time especially issues related to school fees. In a term a student will be sent home two times because of school fees. As a Principal I tried to encourage their parents to look for sponsors to help them with the education of their children".

The researcher found that those challenges mentioned by the students were really obvious obstacles they faced towards time management - family problems, school workload, and time management skills, absence of personal timetable, teachers' interference, school fees, and domestic work at home. If students encountered all these problems, it would be difficult for them to achieve academic performance. For example, a student whose parents are not financially able will be suffering because from time to time the school management will be sending the student home for school fees and this will militate against the students' time for study.

4.3.2 Class Teaches Responses on challenges students are face toward time management.

This part of the study dwelt on class teachers' responses on the students' challenges on time management as summarized on the table below;

Table 12: Class Teacher's Responses on Challenges Students face Towards Time Management Skills (n-40)

Challenges	f	%
Some students are overloaded with homework and family problem	29	72.5
Some students face challenges of peer pressure influence	37	92.5
Some students lack parental support	15	37.5
Social media/socialization are big challenge to some students	12	30.0
Long distance/ bad weather thro and fro to school	10	25.0
Lack time management skills (goal setting, prioritization and planning of tasks)	39	97.5
Procrastination issues	17	42.5
Balancing of academic and extracurricular activities	19	47.5

Table 12 summarized the findings concerning students' challenges towards time management skills as was responded by the class teachers in the following rate; 97.5% of the class teacher indicated that students encountered problem of time management skills (goal setting, prioritization and planning of tasks). The School Principal of 'F' during the interview expressed the same concern as narrated above. Some students face challenges of peer pressure influence which was indicated by 92.5% of the class teachers. 72.5% indicated that overload with homework and family problems, social media/socialization were big challenges to some students. 30.0% of class teachers' responses agreed with the students' responses and this was also reported by the School Principal of 'E' who stated that:

"with my experience as a Principal in this school and other schools I had served as a Principal for over 16 years all together, I noted that students misuse their time instead of engaging in serious preps and group discussions; they move around with

friends and by so their academic performance is hampered. Unfortunately, time wasted will never come back".

From the class teachers' responses concerning the challenges facing students towards time management skills, the agreement was with students responses was that challenges such as time management skills, peer pressure, overload of homework, family problems, social media affect students' effective use of time management. The class teachers can understand students problems better while some of them performed badly academically. For example a student overwhelmed with household assignments will not have time to study or to do classroom assignments. Peer pressure is another big problem that faces most of the students in schools.

4.4 Students and Teachers Responses for Improvement on Students' Time Management Skills

From the information collected, the respondents, students and class teachers highlighted on the following strategies and measures as a way to improve on students' time management skills in public secondary schools in Kiambu sub-county Kiambu as it is detailed in the table 13 below:

4.4.1 Students Responses for improvement on Time Management Skills

From table 13 below the summary of the students' responses on the measures to improve on time management skills were listed:

Table 13 Students Responses on Time Management Skill Improvement (n-287)

Measures	*f*	*%*
Students to have personal timetable, clear knowledge on planning, goal setting and prioritization of activities.	237	82.5
Invite experts to talk on effect of time management, forum for teachers, students, parents and principal interaction.	205	71.4
Encourage group discussion, availability of learning materials	99	34.4
Required self-discipline, avoid distractions from, peers, environment, punctuality and be focus	195	67.9
Providing wall clock in classrooms, allowing students personal watch	69	24.0
Not sending students home for school fees	86	29.9

From table 14, the results showed that 82.5% of the students listed the following as a way forward for improvement on students' time management skills; students should have personal timetable, clear knowledge on planning, goal setting and prioritization of activities. 71.4% indicated that inviting experts to talk on effect of time management, creating forum for teachers, students, parents and principals' interaction will be a good opportunity for improvement on their side since they will learn from the principals' personal experience. This is a confirmation from one of the principals of school 'B' during the interview when he was asked if he had a plan on how to help the students overcome some of the challenges which affect their time management skills he responded in this manner:

> "Being a Principal, I have learnt some of the students' challenges; so on my own part I believe that if I organized a forum for guidance and counseling facilitated by experts to talk to them on time management it will help them a lot to improve".

The students have enumerated some strategies to overcome the challenges they face towards time management skills like having personal timetable, having clear knowledge on planning, goal setting, prioritization and scheduling of activities and also inviting experts to talk on effect of time management, creating forum for teachers, students, parents, principals, and alumni interaction will be a stepping stone for improvement. Generally, students believed that there is room for improvement as indicated by 74% of them - however they needed guidance. Aduke (2015), findings suggested that since postponement, ranking, and planning of activities were strong key elements that affects learners' academic attainment in relation to time management. It was highly recommended that learners need to be conscious of time in attending to their academic tasks thereby improving on their academic performance.

4.4.2 Teachers Responses for Improvement on Time Management Skills

This section summarized the class teachers' responses for improvement on time management skills as shown below

Table 14 Class Teachers responses for improvement on time management skills (n-40)

Measures	*f*	*%*
Close supervision by teachers and parents are necessary	19	47.5
Students needs guidance and counseling, experts inputs on the effectiveness of time management skills	34	85.0
Teachers to attend all lessons, give students sufficient assignments/homework with deadline and regular test.	21	52.5
Teachers to assist students on how to set goal, plan, prioritize, schedule tasks and develop personal timetable that is SMART.	38	95.0
Students to set boundaries, peer influence and procrastination should be avoided.	30	75.0
Students should have role models for self-motivation	19	47.5
Bursary funding to the learners, government to provide boarding to all students.	15	37.5

From table 14, the results indicated that 95.0% of the respondents suggested that class teachers should assist students to set goal, plan, prioritize, schedule tasks and develop personal timetable that is SMART which in turn will improve their time management skills for better performance. Furthermore, 85.0% were in opinion that students' need guidance and counseling, experts' direction on the effectiveness of time management skills. This underscores the response given by a Principal of school 'B' during an interview. From the class teachers, 75.0% suggested that students should set boundaries so as to avoid peer influence and procrastination as much as possible. A good number of class teachers, 52.5% recommended that teachers should attend all lessons, give students sufficient assignments/homework with deadline and regular test. Accordingly, 47.5% recommended that students should have role models for self-motivation and 47.5% indicated that close supervision by teachers and parents are necessary. Concurrently, 37.5% representing the minority of the class teachers endorsed that bursary funding to the learners,

government support to boarding schools will help students improve on time management skills. This is in line with the comment of Principal of school 'J' during the interview session encouraging parents to seek sponsors who could help them in the education of their children.

4.4.3 Principals Strategies for Improvement on Students' Time Management Skills

On this part of the interview, the Principals were asked to share on the strategies they had for students' improvement on time management skills; and below are their different responses.

During the interview, Principal of school 'C' intimated, "the only strategy I have is coaching and encouraging them to work hard for success" On the same day, the researcher interviewed Principal of school "A and who said, "my strategy is to make available reading and learning materials especially the current ones" and also "calling parents' meeting by way of helping the students". The researcher visited Principal of school "H" and inquired on her strategy to improve on students' time management skills; she responded in this manner; "My students lack discipline, so, I introduce awards on early completion of assignments" and also introduced a motto for the students, "Being at the right place at the right time". Furthermore, principal of school "J" gave the following responses pertaining ways of improving students' time management skills. "Having been with students for years, I know most of their tricks; therefore my strategies will be centered more on monitoring and supervision of attendance," and "Allocating teachers for guidance and counseling sessions". School Principal of school "I" responding to the same question said, "The strategies I have is to make available wall clocks in all classrooms and one central loud bell".

4.4.4 Indicators that Incorporating Time Management Skills in the Curriculum will help the Students to improve on their Academic Performance.

On this part of the interview the principals were asked to share on the indicators that incorporating time management skills in the curriculum will help the students to improve on their academic performance and below are their different replies: Principal school "E" "There is improvement in students' grades because they have learnt time management skills". Principal school "J" "There is order in school and teachers were able to cover their syllabus in good time", "students can be in their classes at the right time" and also "students have enough time to write their assignments". Principal school "G" "In my view, students are able to consult and prioritize their work better" and "there is discipline in the school". Principal school "B" expressed that "Students disciplines were improved" and "as well as finishing their class assignments and submitting them on time". Principal school "D" responded in this way "Change of attitude towards tasks was noticed". Principal school "F" mentioned her observations "Noise making, lateness and absenteeism lessened, "students have enough time for study" and for "doing their class work".

4.4.5 Teachers Extent on Assisting Students in Observing Time Management Skills so as to Improve on their Academic Performance

On this part of the interview, the principals were asked, "to what extent are the teachers assisting students in observing time management skills so as to improve on their academic performance?" and the following were their responses: Principal school "A" "Teachers were able to supervise and coordinate students' assignments", "the teachers advice the students on the importance of time management skills for their academic performance".

The principal school "C" answered that "Teachers were able to assist students in creating their own personal timetable" both school "A" and school "C" respectively. Principal school "E" narrated his views that "Teachers were able to advise parents to allow their children to use their

time well for study" and also "by counseling them and also discipline them". Principal school "I" "Teachers organize regular talks on time management especially for those who are lagging behind". Finally, principal school "K" was interviewed and he answered in this manner "Teachers supervise students prep and class work regularly". In addition, "By leading with example, keeping to time in all they do students learn from them".

5.1 Conclusions

The main aim of this study was to investigate on students' time management skills on KCSE academic performance in public secondary schools, Kiambu sub county, Kenya. It has four main research questions, which guided the study; extent students observe time management skills, students' attitude towards time management, challenges faced by the students and ways to improve on time management skills. The conclusions of the study were based on the findings. The first conclusion which was based on the fact that students lack time management skills will motivate the principals as the head of the school to add time management skills lesson in the school time table. Corollary, since it is important skill teachers should learn to be able teach the students.

The study concluded on the bases that if the students managed their time well, their GPA will improve. It also concluded that if students avoided all distractions both internal and external they would be able to achieve their goals. Furthermore, the study concluded that there is need to invite experts to address the students on the importance of time management. There is need to organize forum to address the parents on their responsibilities towards the success of their children. Finally, the study concluded that the government has greater role to play on students' time management skills on academic performance. It was recommended that Government should build boarding schools to have all the students in boarding as a way of easing the difficulty of students who travel long distances to school. Government was further urged to facilitate the training of teachers on time management skills to develop the capacity of teaching and leveraging the students.

6.1 Recommendations

Based on the main findings, the following recommendations were made primarily focusing on students' time management skills on academic performance. The study made a number of recommendations which were directed to the students, the class teachers, the principals, the parents and the Kiambu Sub-county government. From the findings of this study, it was recommended that the school principals should frequently organize seminars and forum for students on time management skills on weekends particularly at the beginning of the term. In such as workshops, teachers and other experts can share with the students on real life experience concerning time, its proper usage and its outcome by the end of the day. The study further recommended that the teachers particularly class teachers who are closer to the students should make sure that the students' time of study are not interfered with by other activities. The class teachers should help the students to prepare workable and realistic personal timetables. Class teachers also should not punish any student during class hours.

Parents who are the first instructors of their children should support and help them at home by not engaging them on heavy and long domestic work. They should also monitor and evaluate their children's progress as this will enable them check if their children were wasting time in school or not. Parents should also not allow their children to be sent home because of school fees and other related issues like providing them with proper school uniforms or writing materials.

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